DOCUMENT RESUME

ED 219 609 CE 033 342

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TITLE New York State External High School Diploma Program. Assessment Procedures and Sample Assessment Materials.
INSTITUTION Syracuse Research Corp., Syracuse, N.Y.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE Dec 80
NOTE 81p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Adult Students; Credentials; *Educational Assessment; Evaluation Criteria; *Evaluation Methods; Experiential Learning; *High School Equivalency Programs; Measures (Individuals); *Minimum Competency Testing; Prior Learning; *Student Evaluation
IDENTIFIERS National Diffusion Network Programs; *New York State External High School Diploma Prog

ABSTRACT

In order to satisfy the needs of the many adults without a high school diploma, the New York State External High School Diploma Program was developed in 1972 as an alternative high school credentialing program for adults who have acquired skills through their life experiences and can demonstrate these skills in applied performance tests. The program's objective is to validate these skills by providing an assessment and credentialing process that is an alternative to traditional high school equivalency testing programs. This booklet provides a detailed account of the assessment procedures and materials used in the program. Following a brief description of the program in the Introduction, part 1 describes the diagnostic procedures and contains a synopsis of each of the diagnostic instruments. Part 2 describes the procedures used to assess the generalized life skills competencies. It also provides a synopsis of the original set of tasks, a brief description of the new set of tasks, and a sample task which illustrates the sorts of activities completed by candidates in the program, as well as the evaluative procedures used to assess candidate performance in each phase of the task. Part 3 describes the procedures used to determine which individualized competency should be used to assess a candidate, and gives a sample performance interview used for assessing security guard skills. (KC)

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NEW YORK STATE EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM

ASSESSMENT PROCEDURES
AND
SAMPLE ASSESSMENT MATERIALS

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December 1980

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NEW YORK STATE EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM

GLOSSARY

1. Advisor: A trained individual who counsels and administers the diagnostic instruments to applicants in the External Diploma Program.

2. Applicant: A person who has registered in the External Diploma Program and is either in the diagnostic or learning phase.

3. Assessment: The process undertaken by a candidate in which he/she attempts to demonstrate the required individualized and generalized competencies for the EDP.

4. Assistant (Assessment Assistant): A trained individual who keeps all EDP records and the applicants' and candidates' program statistics, maintains staff files, evaluates several of the diagnostic instruments, and provides the communication link between the program participants and the advisor and assessor.

5. Assessor (Assessment Specialist): A trained individual who assesses candidates' generalized and individualized competencies.

6. Behavior: The observable action presented by the candidate to demonstrate that he/she possesses a skill.

7. Candidate: An individual who participates in the EDP, who has finished the diagnostic and learning phases of the program, and who is in the final assessment phase of the program.

8. Competency: A specific skill or knowledge that can be demonstrated by a candidate at the request of an assessor.

9. Competency-Based Education: An educational system which requires that the learner demonstrate specifically stated competencies under specifically stated conditions to a specifically stated criterion level. This system encourages self-paced learning and program adaptability.

10. Competency Progress Report Form: Comprehensive report filled out by the assessor, a copy of which is given to the candidate, listing the competencies that have or have not been demonstrated by the candidate in each of the generalized assessment tasks. It also contains an explanation of why a competency which is not demonstrated is either incomplete or incorrect.

11. Competency Statement: A description of a specific skill that a candidate must perform in the individualized assessment portion of the final assessment; includes a description of the behavior to be demonstrated, the conditions, and criterion level.

12. Community Assessor: An expert in the community whose function it is to assess candidates' individual skills.

13. Conditions: That part of a competency statement that states the parameters within which a candidate must demonstrate a skill; for example, materials provided, amount of time, etc.

14. Criteria: The specific elements in a competency statement that must be presented to designate that a competency has been demonstrated (criterion level).

15. Demonstrated: Proof that the possession of a competency or the performance of a competency has been completed successfully.

16. Diagnostic Instruments (tests): Those instruments are used to determine the readiness of the applicant to enter the assessment phase and from which learning recommendations are made.

17. Evaluation: An assessment of presented evidence upon which an assessor decides whether a competency is or is not demonstrated.

18. Evidence: Written or spoken information or performance that is presented by a candidate to an assessor as demonstration of a competency.

19. General Areas of Competency: Seven areas of acquired knowledge and skills which encompass 64 life skill competencies that must be demonstrated by a candidate in the EDP.

20. Incomplete: A description of a competency that is unfinished or unattempted.

21. Incorrect: A description of a competency that is wrong (e.g., 3 + 1 = 5).

22. Indicators: Items that are used to illustrate or further define a competency.

23. Individualized Skill Areas: A competency in the area of a job or related skill or hobby, or college readiness.

24. Individualization: A characteristic of competency-based education which means that the activities are flexible in time, self-paced, and prescribed on an individual basis.

25. Interview: A process through which information is collected to determine the demonstration of a competency.

26. Learning Recommendations: The prescription of learning activities that the advisor presents to the applicant. When accomplished, he/she is ready to begin the assessment phase.

27. Not Demonstrated: The unsuccessful completion of a competency that may further be described as incorrect or incomplete.

28. Portfolio: A collection of documentation presenting evidence that all competencies required by the EDP have been demonstrated satisfactorily by the candidate.

29. Post-Task Assessment (PTA): Additional opportunities to demonstrate competencies not previously demonstrated in the set of required tasks.

30. Setting: The place in which a task is completed by a candidate.

    Open Setting refers to a task completed at home and not monitored by an assessor.

    Closed Setting refers to a task completed in an assessment office and monitored by an assessor.

31. Spot Check: A brief examination of specified competencies performed in the presence of an assessor immediately following the return of a task completed in an open setting.

32. Task: A given set of requests, completed by a candidate, which provides evidence upon which an assessor can evaluate a variety of designated competencies. A task may be completed in an open or closed setting.

33. Transcript: The formal record, stored in the local school office, which indicates that the requirements for the EDP have been fulfilled.

OVERVIEW

This booklet is meant to provide a detailed account of the assessment procedures and materials used in the New York State External High School Diploma Program. The Introduction provides a brief description of the program. Part I describes the diagnostic procedures and contains a synopsis of each of the diagnostic instruments. Part II describes the procedures used to assess the generalized life skills competencies, provides a synopsis of the original set of tasks, a brief description of the new set of tasks, and a sample task which illustrates the sorts of activities completed by candidates in the program as well as the evaluative procedures used to assess candidate performance in each phase of the task. Part III describes the procedures used to determine what individualized competency a candidate should be assessed in and an example performance interview used for assessing security guard skills.

INTRODUCTION
THE NEW YORK STATE EXTERNAL DIPLOMA PROGRAM

There are millions of adults in the United States who have not earned a high school diploma. According to Census data from 1978, approximately 34 percent of the adult population age 25 and over in the United States have never completed high school. Within this population, 48 percent of the uncredentialed adults are minorities (Grant and Lind, 1979). The levels of educational attainment of adults are further reflected in the statistics for the states. For example, 1975 Census data show that in New York State almost two-fifths (37.3 percent) of adults 25 years and over were not high school graduates. In addition, almost two-thirds (65.5 percent) of the adults in the state with incomes below the poverty level were not graduates (Bureau of the Census, 1978). Similarly, in Montana, 48 percent of the adult population do not have a diploma and an additional 8.49 percent of those age 20-24 have not completed high school. These statistics indicate that there are target groups of adults in our society who do not possess a secondary-level credential. In addition to the adult population, statistics show that one-fourth of all high school students in the country drop out each year. It is reasonable to assume that as high school students continue to leave school before finishing, the population of adults without a high school diploma also will increase.

These data illustrate a nationwide educational problem: a substantial percentage of the adult population in this country do not have a high school diploma and consequently have limited access to educational and occupational advancement. The lack of a high school diploma can effectively close the door to many opportunities for employment. Those who do find employment are more likely to have lower paying jobs with less opportunity than are those with more education. The absence of a credential also contributes to adults' feelings of low self-esteem and powerlessness.

Traditional high school equivalency programs are not meeting the educational needs of the millions of adults without diplomas. A recent study conducted in New York State (New York State Education Department, 1977) indicated that the majority of persons who participate in one such program, the GED (General Educational Development), are between the ages of 18 and 21 years. Thus, this option is not servicing the vast numbers of uncredentialed adults who are over age 25. In fact, only one in twenty of the GED participants is older than 54, even though older adults compose the highest percentage

without a high school diploma (41 percent age 55 and over) in New York State. A needs assessment undertaken by the Syracuse Research Corporation (Bailey, Macy, and Vickers, 1973) documented the necessity for an alternative high school credentialing process that would be responsive to the abilities and concerns of adult learners. This study found that many adults did not participate in the traditional testing programs because they had experienced failure in standardized group testing situations and felt that the test content was not relevant to their needs as functioning adults in society. Thus, the existing educational programs are not suitable alternatives for adults who are text-anxious and who are busy managing full-time jobs and families.

On the federal level, the needs of uncredentialed adults also have been identified. The Adult Education Act has as its focus the expansion of educational opportunities for adults and the establishment of adult education programs that will enable all adults to acquire the basic skills that are necessary to function in society, to continue their education to at least the level of completion of secondary school, and to secure training that will enable them to become more employable, productive, and responsible citizens. The directives set forth in this Act emphasize the importance of providing all adults with the opportunity to develop their life skills and to become credentialed so that they can have better access to the opportunity structure in the society.

External Diploma Program

In order to satisfy the needs of the large population of adults without a high school diploma, the New York State External High School Diploma Program was developed in 1972 as an alternative high school credentialing program for adults who have acquired skills through their life experiences and can demonstrate these skills in applied performance tests. The assumption behind this program is that adults learn skills in a variety of traditional and nontraditional settings. The program's objective is to validate these skills by providing adults with an assessment and credentialing process that is an alternative to traditional testing programs such as the GED.

The External Diploma Program (EDP) is a desirable alternative to existing traditional programs for several reasons. The EDP provides older adults with the opportunity to have their skills and abilities validated through an assessment system that has been designed to meet the needs of busy, working adults. A key characteristic of the testing system is its life skills content. In order to earn a high school diploma in the EDP an adult must demonstrate, with 100 percent accuracy, 64 generalized competencies that

are included in the following seven generic areas of competence: communication, computation, self-awareness, social awareness, consumer awareness, scientific awareness, and occupational preparedness. Some examples of competencies are: write a resume, state the contributions made by different cultures to American life, locate and classify information about job choices in the local community, and compare sources of consumer credit in making a purchase decision. The adult also is required to demonstrate an individualized competency in one of three skill areas: occupational, advanced academic, and special skill. Some examples of occupational skill are carpentry and clerk typist; an example of a special skill is photography. Adults who have earned diplomas through the EDP have reported that they find the program content reflective of the skills that they use in their daily life and that their experience in demonstrating the required competencies is a learning one.

Other key characteristics of the assessment system that distinguish it from traditional testing programs are the following:

Flexibility in Time and Location. The assessment system is self-paced so that busy adults with responsibilities can participate with some flexibility in timing. The adult also is given the option of completing some of the required work at home or at the assessment office. The assessment office may be located in a variety of settings, such as an adult education center, a community school, or a community-based organization. Thus, adults who have a negative association with traditional school buildings are given the opportunity to work in a less threatening setting. The program's flexibility in timing and alternative environment offers testing conditions that are designed to reduce test anxiety and improve performance.

Open Information on Requirements. The competencies that must be demonstrated for successful completion of the program are made explicit and are discussed freely during the program's two phases: diagnostic testing and final assessment. This openness of the test content represents a departure from traditional testing procedures and is reflective of the program's philosophy and structure.

Multi-Method Testing Approach. The EDP assessment system incorporates a variety of testing techniques that have been designed as alternatives to paper-and-pencil exercises. Through this testing approach the adult is given the opportunity to demonstrate his/her skills both in written form and orally. The interviewing process encourages adults who

may feel more comfortable in expressing themselves and what they know through speech. The documentation review allows adults to receive credit for their previous experiences.

Continuous Feedback to Participants. Progress through the assessment program is transmitted at each step to the adult participant through written reports. Competencies are either "demonstrated" or "not demonstrated" and each competency is clearly delineated in the report. If a competency has not been demonstrated, an explanation of the error is included. This feedback enables the adult to understand his/her errors and to have ample time to prepare for the Post-Task Assessment.

These characteristics of the External Diploma Program make it an attractive alternative to older adults. Since there is a strong need for programs to serve the vast number of uncredentialed adults over age 25, the EDP is a timely innovation. Data from the EDP show that 85 percent of the EDP graduates are over age 25 and 21 percent are over age 50 (Alamprese, 1979). Thus, the EDP is serving that segment of the adult population who are most in need of alternative educational programs.

The External Diploma Program also addresses the priorities that have been stated in the Adult Education Act. Through the EDP assessment process adults are given the opportunity to improve their basic skills. Even though the EDP is a noninstructional assessment process, in the first phase, diagnostic testing, the adult participant's basic skills are diagnosed by an EDP advisor and any learning deficiencies that could prevent the adult from demonstrating the 64 life skill competencies and the individualized competency are identified. The EDP advisor then gives the adult a learning prescription that delineates his/her deficiencies and the advisor also identifies the places in the community where the adult can go to obtain the necessary learning. Such places include adult basic education programs, a private tutor, friends and family. When the adult has obtained the necessary instruction, he/she returns to the assessment center and the advisor retests the adult in just the basic skill areas (math, reading, writing) that were deficient. When the deficiencies have been remedied, the adult enters the final assessment phase of the EDP. Through this diagnostic process the adult is given the opportunity to improve his/her skills.

A second point of emphasis in the Adult Education Act is that of giving all adults the chance to earn a high school diploma. The EDP directly addresses this priority by providing adults with an assessment process through which they can earn a regular high

school diploma. The third directive in the Act, that of enabling adults to secure training that will facilitate their employability and productivity as citizens, also is met by the EDP. Data collected on EDP graduates show that 25 percent of them go on to take educational courses and of those who are employed, 53 percent received a raise in salary and 22 percent received a change in job title after obtaining their diplomas. In addition, 94 percent of the graduates reported an increase in confidence to undertake new challenges as a result of earning a diploma and 83 percent said that they feel more positive about their skills and abilities (Alamprese, 1979). These data strongly suggest that the External Diploma Program provides a powerful impetus to adults to continue in the educational system for further training and learning and to advance in the occupational structure.

Phases of the Program. The program has two phases: diagnosis (pre-test) and final assessment.

A. Diagnostic phase (pre-test): In the first phase the adult takes six diagnostic instruments (tests) which identify learning deficiencies that could prevent the adult from demonstrating the 64 life skill competencies and the individualized competency. These tests also help the adult to understand the program requirements. Once the diagnostic tests have been taken the program advisor explains the results to the adult.

   If the adult is deficient in math, reading, or writing the advisor prescribes the learning that is necessary for the adult to master these skills. The advisor also identifies the places in the community where the adult can go to obtain the necessary learning. Such places include the adult basic education program, a private tutor, or friends and family.

   Although the advisor provides the adult with information about learning resources, the adult must contact the resource and make arrangements for the learning experience. When the adult believes the deficiencies are overcome, he/she takes a retest. Retesting is not necessary for competencies other than the basic skills of math, reading, and writing. If the retest is not satisfactory, another learning prescription is given and the process is repeated.

B. Final Assessment:

1. 64 Competencies: Once the adult has completed the six diagnostic tests satisfactorily, he/she enters the assessment phase and works with an assessment specialist.

The 64 generalized competencies are included in the following seven general areas of competence: communication, computation, self-awareness, social awareness, consumer awareness, scientific awareness, and occupational preparedness. Some examples of competencies are: write a resume, state the contributions made by different cultures to American life, locate and classify information about job choices in the local community, and compare sources of consumer credit in making a purchase decision.

The adult is assessed in the 64 competencies through an open-testing technique. This technique consists of applied performance tasks incorporating different situational modes. Three tasks are take-home projects and two are oral interviews. After the adult has completed each of the three take-home projects, he/she is given a test at the office by the assessor on key competencies from each of the projects. All of the tasks require an explicit understanding of the competencies to be demonstrated and continuous feedback is given to the adult as he/she completes each task. During a period of what is called the Post-Task Assessment an adult can demonstrate any of the generalized competencies that he/she did not demonstrate during assessment. The Post-Task Assessment continues until the adult has demonstrated, with 100% accuracy, all required competencies.

2. Individualized Competency: In this phase, the adult is required to demonstrate an occupational skill, an advanced academic skill, or a specialized skill in a talent, hobby or interest area.

a) Occupational skill. An adult can demonstrate his/her skill in this area by having his/her employer verify that he/she has worked satisfactorily at the same job for at least one year. If the adult has worked less than one year, a performance assessment of his/her skill is made by someone from the community who is experienced in that particular occupation.

OR

b) Advanced academic skill. An adult demonstrates his/her skill in this area by presenting a portfolio containing acceptable evidence of his/her ability to do college-level work. One example is obtaining acceptable scores on two standardized tests. This assessment was developed in conjunction with the admissions directors from the Central New York area colleges.

OR

c) Special skill. An adult can demonstrate his/her skill in this area in a performance assessment conducted by a person from the community who is an expert in that skill.

When the 64 generalized competencies and the individualized competency have been demonstrated and the work has been verified by another assessment specialist, the adult is awarded a regular high school diploma that is granted by a local school board.

PART I - THE DIAGNOSTIC PHASE

A series of diagnostic tests have been designed for the New York State External High School Diploma Program so that an applicant's readiness to begin the assessment of both generalized and individualized competencies can be determined. The diagnostic instruments, which are, item for item, related to the competencies that are required in the program, provide applicants with the opportunity to become aware of any area (or competency) they must review or learn before they may begin assessment. In keeping with the program's philosophy of explicit articulation of all competencies, throughout the diagnostic procedure applicants are informed of the ways in which they can learn any skill that will be measured in the assessment phase of the program.

Following is a brief description of each of the diagnostic instruments.

1. Math--Math Diagnostic Instrument, Forms A, B, and C. (Produced by the Regional Learning Service, Syracuse, New York 13203, under a grant from the Division of Continuing Education, New York State Education Department. Last Printing: 1978.)

   The math test measures the applicant's ability to do general math. It includes items on addition, subtraction, multiplication, division, decimals, fractions, percentage, finding area, reading graphs and tables, measuring, and converting measurements.

2. Reading--Reading/Everyday Activities in Life (R/EAL), Tests A and B. (Author: Marilyn Lichtman; Publisher: CAL Press, Inc., 76 Madison Avenue, New York, New York 10016, 1972.) Available in English and Spanish. This instrument consists of a response booklet, taped instructions on a cassette, and an Examiner's Manual.

   The reading test measures an applicant's ability to read in real-life situations. The kinds of reading required are: reading road signs; reading schedules; reading directions; reading high interest articles; reading food ads and want ads; reading an apartment lease; reading a map; and reading an application form.

3. Writing--Writing Diagnostic Instrument. (Produced by the Regional Learning Service, Syracuse, New York 13203, under a grant from the Division of Continuing Education, New York State Education Department. Last Printing: 1978.)

The writing test requires an applicant to write a paragraph on a single topic with a 10 percent or less rate of mechanical error. He/she must correctly identify the subject of the paragraph, identify at least two words, phrases, or sentences which give additional information, and identify the summarizing idea.

4. Individual Skills Inventory--Individualized Competencies Diagnostic Instrument (ICDI). (Produced by the Regional Learning Service, Syracuse, New York 13203, under a grant from the Division of Continuing Education, New York State Education Department. Last Printing: 1978.)

The ICDI is an instrument used to identify the individual competency that will be demonstrated in Phase II of the program. Applicants may choose to demonstrate an occupational skill, a special skill (e.g., photography), or advanced academic competency. On the ICDI applicants record their job history, training, any licenses or certificates earned, other special skills and educational plans.

5. Self-Assessment Checklist--Checklist for Self-Assessment of Competencies, and Answer Form. (Produced by the Regional Learning Service, Syracuse, New York 13203, under a grant from the Division of Continuing Education, New York State Education Department. Last Printing: 1978.)

This checklist allows applicants to rate their level of competency on all the 64 general competencies to be assessed in Phase II of the program. This gives the candidate a chance to see exactly what will be expected and to begin to prepare for the assessment phase.

6. Occupational Interest Survey--Self-Directed Search: A Guide to Educational and Vocational Planning with accompanying Occupations Finder. (Author: John L. Holland, Ph.D.; Publisher: Consulting Psychologists Press, 577 College Avenue, Palo Alto, California, 94306, 1970.)

OR

Occupational Interest Survey--Occupational Profile. (Produced by the Regional Learning Service, Syracuse, New York 13203, under a grant from the Division of Continuing Education, New York State Education Department. Last Printing: 1978.)

The applicant completes one of these instruments. Each asks him/her to explore occupational interests and skills.

The six diagnostic instruments (the applicant is required to complete either the Self-Directed Search or the Occupational Profile) are administered by the Advisor to the applicant, and the completed instruments are returned to the Assessment Assistant by the Advisor. Diagnostic instruments are never mailed directly to an applicant since it is assumed that some counseling is necessary with each diagnostic instrument.

Three of the diagnostic instruments--math, reading, and writing--must be administered by the Advisor to the applicant in a closed or monitored test setting. The Individualized Competencies Diagnostic Instrument, the Self-Directed Search or Occupational Profile, and the Checklist for Self-Assessment of Competencies may be taken home by the applicant to complete. The completed instruments are returned and then reviewed by the Advisor with the applicant.

The diagnostic instruments may be administered in any sequence, but the usual procedure is to have the applicant complete either the math, reading, or writing in the closed setting, take home one of the self-administered instruments, and then return to complete another closed setting instrument. This process continues until all of the diagnostic instruments have been completed.

When the applicant returns with the completed Individualized Competencies Diagnostic Instrument (ICDI) the Advisor discusses the information that has been presented and records the recommendation on the cover of the instrument. The completed instrument is then submitted to the Assessment Assistant.

The applicant may complete one of two occupational interest surveys: the Self-Directed Search or the Occupational Profile. The Self-Directed Search is designed for the applicant who has not had a great deal of work experience and who would like to explore

his/her interests. The Occupational Profile is designed for the more occupationally experienced applicant, or for one who is retired. The Advisor must use his/her judgment in selecting the proper instrument for the applicant. A review of the completed ICDI can aid the Advisor in deciding which instrument to administer.

After the applicant has completed the Checklist for Self-Assessment of Competencies, the Advisor meets with the applicant, reviews the ratings that the applicant has made. and records them on the Answer Form. The Advisor also discusses the recommendations if the applicant has rated himself as either "I need a lot of practice," or "I don't know." The applicant retains his/her copy of the Checklist for reference throughout the program, and the Advisor submits the completed Answer Form to the Assessment Assistant.

Each of the six diagnostic instruments is administered once during the initial diagnostic phase. However, only when learning is recommended in reading, writing, or mathematics, do applicants return after a period of time (during which learning should have occurred) and retake the specific test items that measure the competencies they were unable to demonstrate during their original diagnosis.

In the retest, or post-learning diagnosis (Diagnosis 2 or Diagnosis 3), any alternate form of the math may be used. The same writing diagnostic instrument is used for any phase of diagnosis, except that the applicant is required to write a paragraph on a different subject each time he/she is tested. When learning is recommended on the ICDI, the applicant returns after the learning or training has occurred, and presents some evidence of his/her experience to the Advisor, who, in consultation with an Assessment Specialist, reviews the evidence and makes a new recommendation.

In every case where applicants are advised to "learn" and are told they will have to return another time to demonstrate specific competencies before they can enter assessment, they are given the Learning Information Survey. Applicants are also told they will be requested to answer the questions on this survey when they return for Diagnosis 2 or Diagnosis 3. Before the second (or third) diagnostic begins, applicants will fill out the Learning Information Survey and will submit it to the Advisor. The second (or third) diagnosis may then take place.

PART II

GENERALIZED LIFE SKILL COMPETENCIES: THE TASKS

Once applicants satisfactorily complete all the six diagnostic instruments, they are eligible to begin to complete the tasks. The 64 generalized competencies are divided among the tasks so that, by the time the candidates complete all the tasks, they have had the opportunity to demonstrate all the competencies.

A candidate may choose to complete Tasks I through V, taking one week to prepare each task or he/she may choose to complete Tasks II, III, and IV, taking a week for each one, and Task VI which will take two weeks to complete.

Tasks I, III, V, and VI involve problems and assignments which must be done before the applicant returns the task to the assessment specialist. At the time the candidate returns the task, he/she is given a "spot check" by the assessment specialist on the competencies included in the task to verify that the candidate can, indeed, demonstrate the competencies in question.

Tasks II and IV present candidates with information about the competencies they will be interviewed about when they return. The interviews are lengthy assessments of competencies candidates must demonstrate in the presence of the assessment specialist.

In all cases, candidates know precisely what is to be asked of them. In keeping with the philosophy underlying competency-based education, the External Diploma Program staff gives complete information to candidates about what is expected of them at each stage of the program.

Whenever a candidate fails to demonstrate one or more competencies, he/she must complete a post-task assessment (PTA) during which the competency must be demonstrated satisfactorily. The task is never re-administered in its entirety. Candidates are asked only to demonstrate those competencies they did not demonstrate during the spot check or the interview following completion of the tasks.

Following is the list of the 64 minimum life skills general competencies together with the performance indicators used to assess each.

GENERALIZED COMPETENCIES

A. COMMUNICATION

1. Read materials from daily life; identify component parts.
2-3. Listen to taped presentation; identify component parts; identify and describe elements of inflection and bias used to manipulate listener.
4-6. View: identify and describe effect of visual stimuli; identify non-verbal messages communciated by visual stimuli; identify interences from captionless materials.
7. Write an organized paragraph with main idea, supporting details, and conclusion.
8. Write a set of directionsd with five consecutive steps.
9. Speak, giving a short talk on a selected topic.

B. COMPUTATION

10-13. Add, subtract, multiply, and divide whole numbers.
14-17. Add, subtract, multiply, and divide decimals.
18. Compute percentage.
19. Compute area.
20-23. Add, subtract, multiply, and divide dollars and cents.
24. Estimate cost in dollars and cents.
25. Interpret charts and graphs and/or scale drawings; obtain information, draw conclusion.
26. Make gross estimates in fractions and percentages from graphic representations.

C. SELF-AWARENESS

Decision-making

27. Apply decision-making process by solving a problem.
28. Identify own values and goals.
29. Identify own roles.
30. Identify own needs.

Aesthetic Expression

31. Show awareness of art in everyday living.
32. React to or create art.
33. React to a live performance (concert, theatre, or musical theatre).
34. Identify uses of music to manipulate emotions.

Health and Safety

35. Exercise responsibility for own health and that of family.
36. Identify negative effects of major health threats.
37. State preventative techniques, symptoms, and causes of major diseases.

D. SOCIAL AWARENESS

38-40. Collect, compare, and use community resources.
41. Locate geographical names and places on map.
42. Estimate time and distance.
43. State a contribution of two different cultures to American life.
44. Use history (past events) in making decisions and/or plans.
45. Exercise rights and responsibilities of citizenship.
46. Function within a group.
47. State the effects of consumer credit in making a purchase decision.

E. SCIENTIFIC AWARENESS

53. Read scale on standard measuring device.
54. Solve simple equations.
55. Convert measurements.
56. Classify information.
57. Differentiate between observations and conclusions.
58. State the relationship between the individual and the environment.

G. OCCUPATIONAL PREPAREDNESS

59. Identify own vocational interests and aptitudes.
60. Locate and classify information about job choices in local community.
61. Compare various occupations.
62. Identify characteristics of a good worker.
63. Prepare portfolio for job application.
64. Define payroll deduction terms.

TASK I: COMMUNITY AWARENESS

Competencies to be demonstrated in the task:

1. Read: a map
2. Locate places on a map
3. Write a set of directions
4. Read measurement scale
5. Estimate time and distance
6. Compute area
7. Solve simple equations
8. Read: want ad
9. Collect information on community resources
10. Compare two community resources
11. Read: lease
12. Describe awareness of art in everyday living
13. Interpret graphs

Task I is organized around the theme of community awareness.

PART I: LOCATE A NEW RESIDENCE

The candidate is asked to locate a new residence. In doing so, the candidate must use a newspaper ad, a city map, and must be able to name resources within the new community.

The candidate must also demonstrate competencies in measurement, reading, and writing.

PART II: DESCRIBE NEW RESIDENCE

The candidate must demonstrate competencies in describing important characteristics of the new residence including its dimensions, advantages and disadvantages of the new living area, and legal or financial obligations of the renter.

TASK II: PERSONAL AND FAMILY HEALTH

Competencies to be demonstrated in the task:

1. State facts necessary to report an emergency
2. Read scale on standard measuring service
3. Convert measurements
4. State preventatives techniques, symptoms, and causes of major diseases
5. Make gross estimates (comparisons) from graphic representations using fractions and percentages
6. Identify negative effects of major health threats
7. Exercise responsibilities for own health and that of family

At the Task II interview, the candidate must demonstrate knowledge about how to report an emergency; first aid techniques for shock, stopped breathing, poisoning, burns, broken bones, bleeding, choking; home hazards. He/she must demonstrate that he/she can read scales on a standard measuring device and convert measurements. The candidate must demonstrate knowledge on the proper use of medications; he/she must be able to identify from his/her nutrition chart which foods have the highest amounts of specific nutrients; name health problems resulting from a lack of proper nutrients; he/she must demonstrate knowledge of sanitation procedures for food and water. The candidate must identify methods of family planning. He/she must identify preventative techniques, symptoms, and causes of major diseases including venereal disease, heart attack, and cancer, and must demonstrate the ability to read a graph using fractions and percentages by correctly interpreting a bar graph on cardiovascular diseases. Finally, the candidate must identify the negative effects of major health threats including anxiety, stress, depression, alcohol, cigarettes, and drugs.

TASK III: OCCUPATIONAL PREPAREDNESS

Competencies to be demonstrated in the task:

1. Identify own vocational interests
2. Prepare a portfolio for job application form
3. Identify characteristics of a good worker
4. Estimate dollars and cents
5. Define payroll deduction terms
6. Locate/classify information about job choices in local community
7. Compare various occupations
8. Classify information

The theme around which the task is organized is finding a job.

PART I: IDENTIFY OWN VOCATIONAL INTERESTS AND APTITUDES

The candidate uses The Occupations Finder from the Self-Directed Search or the Occupational Profile he/she completed as one of the diagnostic instruments to identify occupations for which he/she is suited.

PART II: PREPARE PORTFOLIO FOR JOB

The candidate writes a letter of application, fills out a standard job application form, and prepares a resume. For both the letter of application and the resume, models and guidelines are provided in the task.

PART III: IDENTIFY CHARACTERISTICS OF A GOOD WORKER

The candidate must identify the characteristics that best describe him/her as a worker. The candidate is asked to write the title of a job and five worker characteristics he/she thinks are important for the job and why each characteristic is important.

PART IV: DEFINE PAYROLL DEDUCTIONS

Using a standard payroll deduction stub, the candidate is asked to identify each deduction.

PART V: ESTIMATE DOLLARS AND CENTS

Using the deduction stub from Part IV, the candidate must make a quick guess as to how much is deducted from the paycheck represented by the stub.

PART VI: LOCATE AND CLASSIFY INFORMATION ABOUT JOB CHOICES IN THE COMMUNITY

The candidate must identify two resources in the community which can help him/her locate jobs.

Next the candidate must find one job ad in the classified section of the newspaper for each type of occupations listed in the task.

PART VII: COMPARE VARIOUS OCCUPATIONS

The candidate finds two newspaper ads for similar jobs and compares them. The candidate then lists four different questions about these jobs that he/she could ask at an interview.

TASK IV: PERSONAL AND SOCIAL AWARENESS

Competencies to be demonstrated in the task:

1. Use community resources
2. React to a live performance
3. React to or create an exhibit
4. View: identify elements of non-verbal communication given visual stimuli; state inference(s) deduced from viewing captionless materials; identify and describe elements used to affect the viewer, given visual stimuli
5. Identify the uses of music to manipulate emotions
6. Read: newspaper article
7. Write: an original organized paragraph
8. Listen: identify main idea, supporting details, inference, and conclusion from taped presentation; identify fact and opinion from a taped presentation
9. Identify own values and goals
10. Identify own roles
11. Identify own needs
12. Speak: give a short talk
13. Use history in making decisions or plans
14. Function in a group
15. State the effects of one group on another group
16. State contributions of different cultures to American life
17. Locate geographical places/names on a map
18. State the relationship between the individual and the environment
19. Exercise the rights and responsibilities of citizenship

The candidate is given a packet of materials which explains what will be expected of him/her at the Task IV interview. During the week he/she has the task at home, the candidate gathers the materials that he/she must bring to the interview.

The Task IV interview is a long one. It begins with aspects of self-awareness such as aesthetic values. The candidate must also demonstrate communication skills of writing, reading, listening and speaking and must identify his/her values and goals, roles and needs.

At this point, the interview turns to issues of social awareness. The candidate must show how a past decision of his or hers has influenced a present personal decision. Then he/she must show how a past public decision has influenced a present public decision or policy. The candidate must then demonstrate an understanding of how groups function, how one formal group affects another, and how different cultures have contributed to American life. He/she must locate geographical places on a map and show the relationship between the individual and the environment. The Task IV interview ends by requiring the candidate to demonstrate that he/she can and does exercise the rights and responsibilities of citizenship.

TASK V: CONSUMER AWARENESS

Competencies to be demonstrated in the task:

1. Apply decision-making process
2. Apply the five-step decision-making process (to comparative shopping)
3. Distinguish between fact and opinion
4. Computation (addition, subtraction, multiplication, division, and percentage)
5. Obtain and list sources of consumer information
6. Identify and compare sources of consumer credit in making a purchase decision
7. Initiate the process for registering a consumer complaint regarding goods and/or services

The theme around which the task is organized is consumer awareness.

PART I: DECISION-MAKING PROCESS

The candidate must identify a major purchase he/she wishes to buy and use decision-making applied to comparison shopping in order to identify the item that he/she will buy.

PART II: CONSUMER INFORMATION

The candidate must locate two sources of consumer information.

PART III: CONSUMER CREDIT SOURCES

The candidate must find two places where he/she could apply for credit to finance the item chosen for purchase in Part I. The two sources of credit must be compared by filling out a chart included in the task.

PART IV: HOUSEHOLD PURCHASE

Using the item the candidate has decided to purchase in Part I, he/she figures the cost, adding sales tax, and the interest from a bank loan. The candidate is also asked to compare what he/she would pay if the item were bought with cash or using the bank loan.

PART V: INITIATE CONSUMER COMPLAINT

The candidate is asked to imagine that the item in Part I is damaged. Guidelines are provided in the task for initiating a consumer complaint.

PART VI: FACT AND OPINION ADVERTISING

The candidate is asked to find an advertisement which is an example of advertising fact, and one which is an example of advertising opinion.

TASK VI: CONSUMER DECISION-MAKING

Task VI is an alternative task which combines the competencies that are measured in Tasks I and V. The candidate is permitted to work on this task for two weeks instead of one. Task VI is oriented toward a more rural population and provides candidates who live at some distance from an assessment center with the option of eliminating one of the five visits to the office to participate in a spot check or an interview.

THE NEW TASKS: A - F

Recently, the External Diploma Program staff developed a new set of tasks. These are in the process of being field tested, and will be available in the near future. Like the original set of tasks, these are organized around themes and cover all 64 generalized competencies. A candidate can complete tasks A, B, C, and D or A, B, C, and E, F.

Like the original set of tasks, the new tasks are organized around themes. Following is a list of the tasks and the theme of each.

Task A: Activities at Home. This task deals with how leisure time is spent at home.

Task B: Activities Away from Home. This task deals with leisure time spent away from home on vacation.

Task C: Plans for Finances. This task deals with planning for the future, especially financial planning.

Task D: Plans for Education and Work. This task deals with life planning, especially in the areas of education and work.

Task E: Decisions About Job Skills. This task deals with occupational preparedness.

Task F: Decisions About Work Plans. This task deals with life planning, especially in the area of work.

Following is a sample task prepared especially for this booklet. The Sample Task is written at the same reading level and in the same tone as the tasks in actual use. The activities and exercises are the same as those in the "real" tasks.

Following the task is an explanation of the procedures used in evaluating the candidate's performance and the criteria used for judging each competency as "demonstrated" or "not demonstrated."

SAMPLE TASK

TASK OMEGA
CARING FOR CHILDREN

Generic Areas

I. Communication: Read/write

II. Computation: Compute whole numbers, decimals, percentages; interpret charts

III. Self-Awareness: Exercise responsibility for own health and that of family

IV. Social Awareness:
- Collect information on community resources
- Use community resources
- Locate geographical places/names on a map
- Estimate time and distance

V. Consumer Awareness:
- Apply decision-making process to comparative shopping
- Initiate the process for registering a consumer complaint regarding goods and/or services

VI. Scientific Awareness: Read scale on standard measuring device

VII. Occupational Preparedness: None

Competencies that are partly or wholly included in this task:

- Collect information on community resources
- Use community resources
- Interpret charts and graphs
- Apply decision-making process to comparative shopping
- Compute whole numbers
- Compute decimals
- Compute percentages
- Initiate the process for registering a consumer complaint regarding goods and/or service
- Read: a newspaper article
- Exercise responsibility for own health and that of family
- Read: a map
- Locate geographical places/names on a map
- Read scale on a standard measuring device
- Estimate time and distance
- Write: a set of directions

SAMPLE TASK
INTRODUCTION

Many adults have some responsibility for the care and well-being of a child at one time or another. This may be babysitting for a friend's or relative's child over a long weekend or raising one's own family. Adults need to be knowledgeable in many areas from comparison shopping to providing a safe and healthy home when they are responsible for a child. Adults may also need to plan and oversee activities that take place outside the home, and budget money differently to accommodate the expenses necessary in caring for a child.

In this task, you will be asked to complete some activities that parents or guardians might be called upon to perform on behalf of a child, whether an infant or a teenager. Complete each of the following steps in this task. Be sure that your name is on each sheet of paper you submit, and include all papers in your folder. All of your answers must be verifiable by the Assessment Specialist.

I. COMMUNITY RESOURCES

There are many resources in the community that provide services for children. These include educational resources for learning, recreational resources for clubs and physical activities, and cultural resources for entertainment. Every community has not only public and private schools, but schools that teach art, music, ballet, and physical fitness such as gymnastics and karate. There are "Y" programs, Girls Clubs, Community Centers and parks for social and recreational activities, and museums, theaters, and libraries that have movies, plays, concerts, and exhibits for children to enjoy.

A. Fill in the chart on the following page with information about an educational resource, a social/recreational resource, and a cultural/arts resource for children in your community. Explain one specific service for children that each resource offers.

TYPE OF RESOURCE	NAME AND ADDRESS AND TELEPHONE	WHAT IS ONE SPECIFIC SERVICE THIS RESOURCE OFFERS FOR CHILDREN?
EDUCATIONAL	Name: Street: City: State: Telephone:	
SOCIAL/ RECREATIONAL	Name:	
	Street: City: State: Telephone:	
CULTURAL/ARTS	Name: Street: City: State: Telephone:	

Whether a service provided by a community resource is free or not, we usually form an opinion about the service and the resource. If we are pleased, we will continue to encourage a child to use this resource. If we are not satisfied, we can complain or stop a child from using the resource.

B. Think about the community resources that a child in your care has used within the past year. Bring proof with you to the spot check/interview that shows use of a resource by a child. Such proof could be a child's dated library card, a doctor's bill for services, the program from a performance, a dated membership card n the YMCA, YWCA, Boy Scouts, Girl Scouts, Little League, school report card, cancelled check for dance lessons, etc.

C. Fill in the following chart with information about the resource that a child used in Part B above.

Name of Resource: _____

Street, City: _____

State: _____ Telephone: _____

For what service did the child use this resource? _____

_____

_____

_____

_____

Would you rate the service that he or she received as Good, Fair, or Poor? _____

_____

_____

Write down your specific reasons for rating the service as you did. _____

_____

_____

_____

_____

_____

II. BUDGETING

In order to provide for some of the "extras" in caring for a child, adults often need to plan ahead. Although food, clothing, and shelter can be considered part of the regular budget, special needs such as summer camp, post-high school education, and music lesssons can mean a large expense for the average person or family. Adults may use a budget to determine how much, if anything, can be saved ahead of time for a major expense.

A. Imagine that you want to save $500 for a special expense for a child. You decide to save the amount based on the recommended percentage for education from the graph on the next page.

1. Figure the amount of income that you could save in one year based on the percent of the graph marked "Education." You can use your own income, or an imaginary income of $9,752.00 a year.

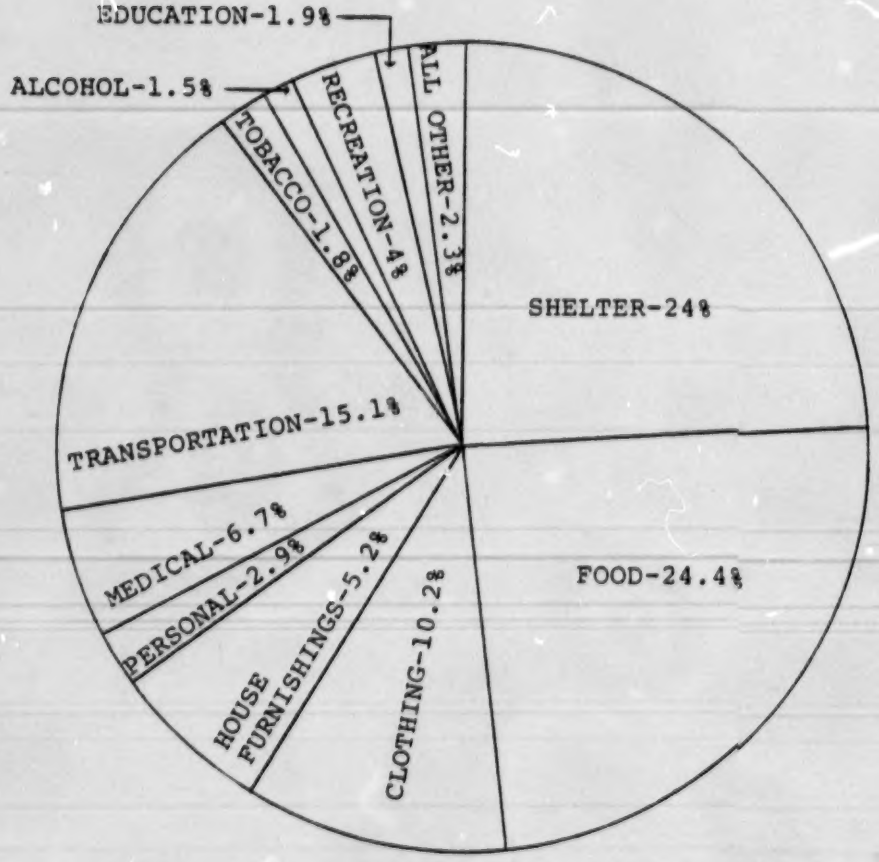
   a. Record amount of your own income, if used:_____

   b. Record amount of income that could be saved in one year:_____

2. Will you have the $500 you will need for the special expense?_____

3. If not, how much more will you need to save?_____

AVERAGE AMERICAN FAMILY'S SPENDING HABITS
based on statistics compiled by the Department of Labor



III. CONSUMER KNOWLEDGE

When an adult purchases an item or a service for a child, it is important to consider a variety of what is available in order to determine which product or service will provide the best quality at the most reasonable price.

A. Imagine that you are planning to purchase a product, such as a bicycle, skis, snowsuit, musical instrument, or to contract for lessons in dancing, skating, karate, or in playing an instrument. (You may imagine others not included in this list.)

1. Find three newspaper ads, catalog ads, or brochures which describe the product or service you are considering.

2. Cut out the three ads, catalog pages, or parts of the brochures that you are interested in and attach each one to a separate sheet of paper. Label the ads, "Item #1," "Item #2," "Item #3." Include these three sheets in your folder.

3. Compare the products or services that you are considering by filling in the following chart. Only use information that is printed in the ads or brochures. Be specific.

4. Based on the information in the ads or brochures, list two reasons why the item or service in each ad would or would not fit your needs. List two reasons under each ad.

5. Make a decision to buy one of the three items or services. Write serveral sentences (30-40 words) that state:

   a. The item or service you have decided to buy.

   b. <u>Two</u> reasons why you have decided to buy that item or service based on the information you have.

PRODUCT OR SERVICE INFORMATION CHART

Information	Item 1	Item 2	Item 3
Brand name of product (or store where sold) or name of service			
Price:			
Two characteristics or special features of each product or service: For example, blue, fur-lined jacket or first lesson free or money-back guarantee, etc.			

B. Once you have made the decision which product or service you should purchase, you will need to decide how much it actually will cost and what is the best way to pay for it.

1. List the item or service that you decided to purchase from the chart and its price.

   Item:_____ Price:_____

2. Figure its cost, including the sales tax (use 7 percent sales tax, if applicable). Include your math work sheets in your folder. Be sure to round off your answers to the nearest cent.

   Record cost of item rounded off to the nearest cent:_____

3. You decide to purchase the item or service using a bank loan or credit card and intend to pay for it in one year. Using the above answer, figure the total cost of the item or service if the interest rate is 12 percent per year.

   Record the cost of the item bought on credit rounded off to the nearest cent:_____

4. Figure the monthly payment if you are paying for the item or service over a one-year period.

   Record monthly payment rounded off to the nearest cent:_____

5. Figure the difference between the total cost of the item or service bought with cash and bought with a bank loan or credit card.

   Record difference between cash cost and credit cost:_____

6. You will also want to purchase a lawnmower for $237.00. With the sales tax added, it will cost a total of $253.59. If you pay for the item or service you have decided to buy with cash, and also buy the lawnmower, how much will you have spent on both items?

   Record total amount spent:_____

At the spot check/interview, you will be asked to answer different math questions based on a purchase problem.

C. The item you have decided to buy for a child has been delivered to your home, but it is damaged or the service you have paid for is not being fulfilled as promised. Get a consumer complaint form, perhaps from the Better Business Bureau. Fill it out completely and include it in your folder OR write a letter of complaint. This letter must contain all of the following information:

1. date of your letter;
2. complete inside address to company or to Better Business Bureau;
3. a clear statement of your complaint (type of item or service and cause of complaint);
4. notes on the circumstances surrounding the complaint (where and when purchase was made, what service you contracted for);
5. what you want done about the complaint;
6. the address and phone number where you may be contacted;
7. your name or signature.

Check your completed complaint form for correct spelling, capitalization, punctuation, and grammar, OR check your completed letter of complaint for correct spelling, capitalization, punctuation, grammar, and business letter format.

IV. HEALTH AND SAFETY CONCERNS

Adults are also responsible for the health and safety of children. It is necessary to make certain that children practice good health habits, live in a safe environment, and get medical attention when it is needed.

A. Immunization

1. Read the following article about immunization for children and then answer the questions about the article:

"Iron lungs may be long forgotten in the public mind, but poliomyeletis and other serious childhood diseases remain a threat to millions of children who are not adequately immunized against them.

The question of immunization is especially pertinent this month as schools re-open and many states--including New York--begin enforcinng tougher laws about proof of immunization for all school children, regardless of grade level. All 50 states now require certain immunizations before a child may start school.

Yet many parents are unable to produce concrete evidence that their children are fully immunized against the seven common highly contagious diseases for which effective vaccines are available: diphtheria, pertussis (whooping cough), tetanus, polio, measles, mumps, and rubella (German measles). (Experimental vaccines against chicken pox, the remaining plague of childhood, are now being tested.)

Although most parents probably start off with good intentions and conscientious record keeping, few are able to produce complete and up-to-date immunization records after the first few years of a child's life. At the same time, many parents are confused about how long the vaccines work, how many doses are required for full protection, and the need in some cases (but not others) for periodic booster shots to maintain immunity.

The best way to keep track of your own and your child's immunizations is to obtain an official state immunization record form from your city or county health department and take it with you at every medical checkup so that the doctor can record each vaccine dose as it is given, along with the date.

Ironically, successful use of the various vaccines has created the current complacency about immunizations. These days parents just don't think much about measles, for example, when no child they know is afflicted with the disease. Others improperly conclude that it is dangerous to have their children immunized because they hear rumors or reports that the risks associated with some vaccines may be greater than the chances of getting the diseases naturally.

Side effects of vaccinations are common but nearly always mild--a sore arm, slight fever, or mild rash are the usual ones. Only rarely do

severe reactions occur, and even less often does an immunized person acquire the disease from the vaccine (for example, one in four million receiving oral polio vaccine gets polio as a result).

The principle of immunization is to trigger the person's immunity system, causing in effect a mild disease that stimulates the immunity system to produce defensive antibodies as it would do naturally if the individual had contracted the full-blown disease.

A few years ago, levels of immunity among American youngsters in all socioeconomic classes had dropped dangerously low, with an estimated 40 percent of those less than 15 years old missing one or more important vaccines. Outbreaks of measles and polio were cropping up with increasing frequency, and the numbers of reported cases of the seven diseases were growing at an alarming rate.

Then, in April 1977, the United States Public Health Service's Center for Disease Control began an all-out campaign to raise the lagging immunization levels to 90 percent. Dr. Alan Hinman, director of the Center's Immunization Division, says the effort has been highly successful.

A review last year of the immunization records of 29 million American school children indicated that 90 percent were fully protected against measles, polio, diphtheria, pertussis, and tetanus, and 83 percent had rubella shots. But only 58 percent had proof of mumps vaccination, which was not required by many states for entering school children.

Compared to 1978, reported cases of the seven preventable diseases last year reached record lows for all but pertusis, and so far this year there are even fewer cases of diphtheria, mumps, and rubella. But there is no room for complacency."

2. Circle the number of the response that best completes each statement or answers each question.

a. The main idea of this article is that:
   1) parents find it hard to keep accurate records of their child's immunizations.
   2) most people don't think immunization is important anymore.
   3) immunization of children is more important than ever.
   4) many childhood diseases have been totally eliminated.

b. Which of the following vaccines is still in the experimental stage?
   1) Chicken pox
   2) Whooping cough
   3) German measles
   4) Diphtheria

c. What can you infer about the side effects of vaccinations?
   1) Some people get a mild reaction.
   2) All people get some reaction.
   3) Most people get a severe reaction.
   4) Many people get no reaction at all.

d. According to this article, why was there an all-out campaign in 1977 to raise immunization levels?
   1) Many cases of the Asian flu were being reported in this country.
   2) The swine flu vaccine was developed and shots were required.
   3) Forty percent of children under 15 were missing one or more vaccinations.
   4) Diseases like polio were eliminated but new diseases were threatening the population.

At a spot check/interview, you will be asked to read a different article and to answer questions based on that article.

B. Nutrition

Adults are also concerned about the types of foods and amounts of different nutrients in those foods that children eat.

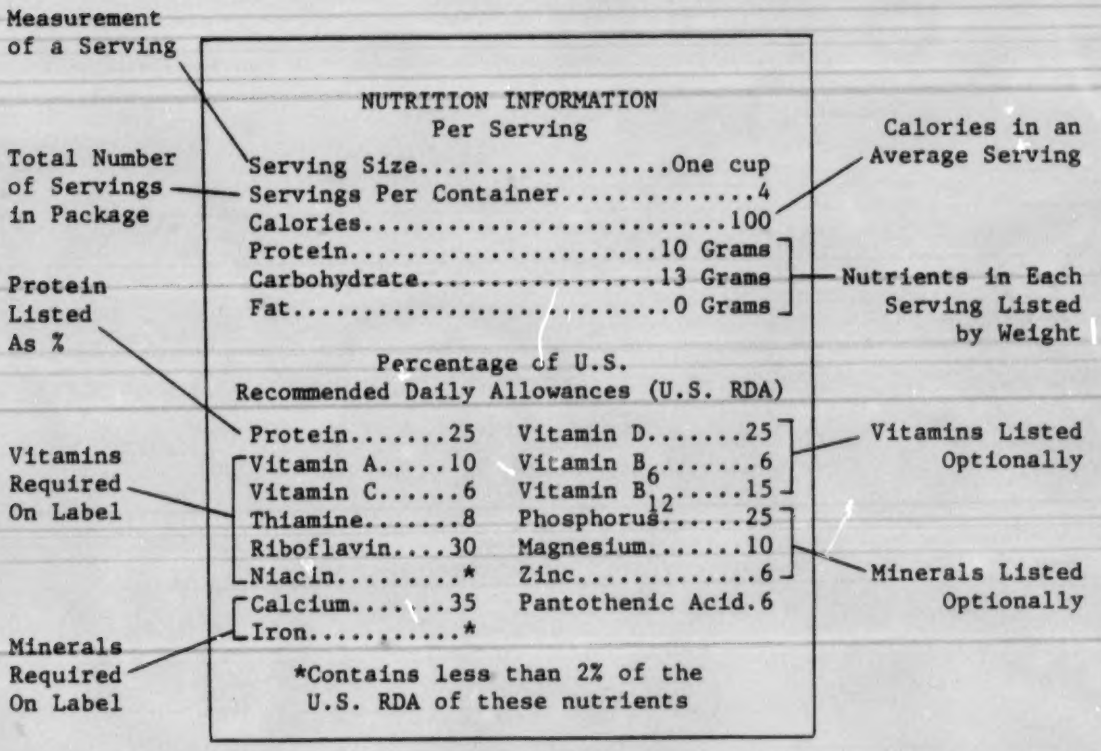
1. Read the enclosed brochure about different food groups to learn about the variety of foods in each group and the nutrients commonly found in each.

2. Then read the Sample Nutrition Label on the following page. Labels such as these now appear on many different foods, although these labels are not required on all foods.

3. Fill out the following Nutrition Label Chart, using information from labels on food that you have at home or take the chart to a grocery store and complete the chart there. Use the brochure and Sample Nutrition Label as guides for food and the information included on the labels.

3. Fill out the following Nutrition Label Chart, using information from labels on food that you have at home or take the chart to a grocery store and complete the chart there. Use the brochure and Sample Nutrition Label as guides for food and the information included on the labels.

Sample Nutrition Information Label



Be prepared to read some information from your nutrition information chart at the spot check/interview.

NUTRITION LABEL CHART FOR FOOD GROUPS

	Milk/Milk Products	Meat/Meat Alternatives	Fruits/ Vegetables	Breads/ Cereals
Name of food:				
Serving size:				
Servings per package:				
Calories:				
Protein (grams):				
Carbohydrate (grams):				
Fat (grams):				
Protein (percentage):				
Vitamins and minerals required on label and their US RDA percentages:				
Others listed:				

Because of misinformation about nutrition or the inability to buy a variety of foods, many people suffer from malnutrition or nutritional deficiency.

4. Read the following information about poor nutrition. You may also wish to call Cooperative Extension, the library, or a physician for additional information.

You can develop	If you don't get enough:
Poor nightime vision	Vitamin A
Lowered resistance to infection	Protein, Iron, Vitamin A
Skin sores on lips, nose, ears	Riboflavin (B_2), Niacin
Anemia	Vitamin B_6, B_{12}, Folacin, Protein, Iron
Scurvey (bleeding gums)	Vitamin D, Calcium
Rickets (soft bones)	Vitamin D, Phosphorous, Calcium

Be prepared to answer questions about nutritional deficiency diseases and their causes at the spot/check interview.

C. Emergency Resources in the Community

Another safety measure that you can take is to make a list with the names of emergency resources and their phone numbers. This list should be posted near the phone so that anyone who needs an emergency number can find it quickly.

1. Fill out the following with specific information about one general emergency resource in your community (such as the fire department, police, or sheriff).

Name: _____

Street, City, State: _____

Phone: _____

One specific service this resource offers: _____

_____

2. Fill out the following with specific information about one medical emergency resource in your community (such as hospital or doctor).

Name:_____

Street, City, State:_____

Phone:_____

One specific service this resource offers:_____

_____

VI. LOCATING RESOURCES ON A MAP

Adults need to know how to get medical resources when a child needs a check-up or to be hospitalized. It may be necessary to read a map or give clear instructions to someone who is driving.

A. Get a local map (city or county) from a bank, real estate company, drug store, or from another source. Be sure that the map contains a mileage scale.

B. Locate your residence on this map and circle it.

C. Locate a hospital or doctor's office (from the resources listed above or another) and circle this location as well.

D. Draw a straight line from your home to the resource you circled. Measure the distance using this line, a ruler, and the mileage scale on the map.
Record the number of inches:_____
Record the distance in miles:_____

E. Determine how long it will take you to travel from your home to the resource, if the speed limit is 25 miles per hour (m.p.h.).
Record the travel time:_____

F. Write a set of instructions with at least five steps on how to get from your home to the resource circled on the map. Be sure to include all street names

and to indicate whether you turn right or left. Each step must include a change of direction.

Set of instructions

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

At the spot check/interview, you will be asked to locate two different places on the map, to measure the distance in inches and in miles, to determine the travel time, and to write a set of instructions from one location to another.

EVALUATION PROCEDURE
FOR TASK OMEGA
(Open Setting)

In order to evaluate Task Omega, the Assessment Specialist must have the completed Task Omega Booklet, the completed Task Omega Answer Booklet for Assessment Specialist, a Task Omega Competency Progress Report Form, and the section in this manual entitled the Task Omega Evaluation. In all cases, the evidence submitted by the candidate and the answers dictated by the candidate and recorded in the answer booklet by the Assessment Specialist must be correct and complete according to the criteria stated in the Task Omega Evaluation that is contained in this manual. It is important to note that in some cases certain parts of an answer are mandatory, while other parts allow some choice. As an example, the notation in the evaluation after each question, "REQUIRED: three answers (a and b or c or d)," means that answer "a" is absolutely essential. Any combination of the remaining acceptable responses ("b + c, b + d, c + d") is permitted, as long as there are three responses which meet the criteria and one is "a."

Sometimes, in responding to a health question, a candidate will present an answer that is not stated in the evaluation criteria, and will state that the answer is correct according to some documentation that he/she has. If this happens, the Assessment Specialist should explain that Task Omega has been prepared with the most up-to-date health information (the resources are cited), and for the purpose of this assessment, that information is being used as the criteria for judging the acceptability of responses. However, if the candidate wishes to present written documentation of his/her answer, then the Assessment Specialist may review this information to determine if it is acceptable. The only sources other than the Task Omega Evaluation that are considered acceptable are official government reports or a written confirmation from the candidate's doctor. The Assessment Specialist should review any written documentation that the candidate presents to determine if it is either one of those sources. Under no other circumstances is information other than that presented in the Task Omega Evaluation to be used in the evaluation of a candidate's health responses. It is important to note that the criteria listed in this manual are not exhaustive for some of the questions. Thus, the Assessment Specialist should use the criteria as guidelines in making a decision about the evaluation of these items.

In order for a competency to be considered demonstrated, the candidate's response(s) must meet the criteria stated under "Acceptable Candidate Responses," except as noted previously. If a candidate's response(s) does not include all that is required (i.e., it is incomplete) or if it contains erroneous information (i.e., it is incorrect), the competency is judged as not being demonstrated. In some cases, two or more competencies are evaluated using the same criteria. These competencies are listed together. For ease in evaluation, the numbering system in the evaluation form corresponds to that on the competency progress report form. Additionally, the actual competency statements are written in parentheses next to each section heading, in both the competency report form and the evaluation.

After evaluating each competency, the Assessment Specialist must mark each corresponding box on the competency progress report form as "Demonstrated," or "Not Demonstrated." If a competency has been marked "Not Demonstrated," the Assessment Specialist must check the appropriate reason for the evaluation or write in the explanation if it is not included among those printed.

The Task Omega Evaluation is contained in the following pages.

TASK OMEGA: CARING FOR CHILDREN

QUESTIONS	ACCEPTABLE CANDIDATE RESPONSES
I. COMMUNITY RESOURCES (Use community resources: Collect information on community resources: educational, cultural arts, social, recreational)	
A. Please show me dated proof that within the past year you have used the community resource that you evaluated in this task. REQUIRED: 1, 2, and 3	A.1. The candidate must submit one of the following: a bill for services; a copy of of records; a signed confirmation of use; a photograph or other evidence of use. The document submitted must have been issued to the candidate no more than 12 months before candidate's registration for the diploma program. The proof must be dated. 2. The resource may be either a public or private agency and may include the library, legal or health clinic, school, museum, park, national or state agency. Driver's licenss and car registrations are not acceptable proof. 3. The resource docuemnt must correspond to the resource evaluated in V.B.
B. Review: Task Omega, page ( ) REQUIRED: 1, 2, and 3	B.1. The candidate must fill out the chart with complete and accurate information as to name, street, city, and state of the resource for which proof was submitted in V.A. 2. The candidate must name one service offered and be specific. 3. The candidate must rate the service offered and explain his/her rating.
C. Review: Task Omega, page ( ) REQUIRED: 1, 2, and 3	C.1. The candidate must complete the chart with accurate information about an educational resource, a cultural/arts resource, and a social/recreational resource. 2. The candidate must state one specific service offered by each resource. The resources may be public or private.

QUESTIONS		ACCEPTABLE CANDIDATE RESPONSES	
	3.	The information presented in each category must be complete, verifiable, and appropriate.	

II. HEALTH AND SAFETY (Exercise responsibilities for own health and that of family; Identify relationship between nutrition and disease; State conditions that might result from poor nutrition; Identify home hazards; Read: newspaper articles)

A.1. Name a health problem that could result from a lack of proper nutrients. What nutrient is missing? Probe: Repeat question to elicit a second set of answers.	A.1.a.	Poor nighttime vision: Vitamin A
	b.	Lowered resistance to infection: Protein, or Iron, or Vitamin A
	c.	Skin sores on the lips, nose, ears: Riboflavin (B_2) or Niacin
	d.	Anemia: Vitamin B_6 or B_{12}, or Folacin, or Protein or Iron
	e.	Scurvy or bleeding gums: Vitamin C or Calcium
	f.	Rickets or soft bones: Vitamin D, or Phosphorous, or Calcium
REQUIRED: any two conditions and one corresponding nutrient for each condition		

B.1. Review: Task Omega page ( ), Nutrition Label Chart	B.1.a.	Serving size	h.	Vitamin A
	b.	Number of servings	i.	Vitamin C
	c.	Calories	j.	Thiamine
	d.	Protein (gr.)	k.	Riboflavin
REQUIRED: 1 (a-n)	e.	Carbohydrates	l.	Niacin
	f.	Fat	m.	Calcium
	g.	Protein (%)	n.	Iron

2. Which food from your chart provides:	2.a.	The protein answer must be accurate according to the candidate's labels.
a. the most protein?	b.	The carbohydrate answer must be accurate according to the candidate's labels.
b. the most carbohydrates?	c.	The fat answer must be accurate according to the candidate's labels.
c. the most fat?		

QUESTIONS	ACCEPTABLE CANDIDATE RESPONSES
REQUIRED: a and b and c	
3. Which food from your chart has the highest recommended daily allowance (RDA) of: a. the nutrient riboflavin? b. the nutrient calcium?	3.a. The riboflavin answer must be accurate according to the candidate's labels. b. The calcium answer must be accurate according to the candidate's labels.
REQUIRED: a and b	

C. Review: spot check/interview, answer sheet for reading

	ARTICLE:	1	2	3
A.1.	Main Idea:	C	B	D
2.	Detail:	A	D	C
3.	Inference:	C	D	A
4.	Detail:	B	C	A
5.	Conclusion:	D	A	B

III. LOCATE RESOURCES ON A MAP (Locate geographical places/names on a map; Read: map; REad scale on standard measuring device: ruler and mileage scale; Estimate time and distance; Write: a set of directions; Collect information on community resources: emergency and medical)

A. Review: Locate resources page from the spot check/ interview. ( )	A.1. The candidate must circle correctly on the state map two places named by the Assessment Specialist.
REQUIRED: 1	
B. Review: Locate resources page from the spot check/ interview. ( )	B.1. The candidate must draw a straight line between the two places located on the state map. The recorded length of the line must be measured accurately within 1/4 inch.

REQUIRED: 1 and 2

2. The recorded distance must be measured accurately in miles within 1/4 inch on mileage scale on candidate's map.

C. Review: Locate resources page from the spot check/ interview. ( )

C.1. The driving time must be computed accurately, based on the distance recorded in B.2.

REQUIRED: 1

D. Review: Spot check/ interview, map and directions page.

D.1. The candidate must write five discrete steps.
2. Each step must contain a "left" or "right," or "east," "west," "north," or "south" instruction.
3. The route must be verifiable on the map.
4. The street names must be written legibly and accurately.
5. The steps listed must be in logical order; that is, if followed literally they would take anyone from place "X" to place "Y."

REQUIRED: 1, 2, 3, 4, and 5.

E. Review: Task Omega page ( ), Emergency Resources

E.1. The candidate must complete the form with accurate information about a general emergency resource and a medical emergency resource.
2. The candidate must write down one service offered and be specific.
3. The information must be complete, verifiable, and appropriate.

REQUIRED: 1 and 2 and 3

IV. CONSUMER KNOWLEDGE (Compute whole numbers; Compute decimals; Compute percentages; Compute and estimate dollars and cents: add, subtract, multiply, and divide numbers represented by dollars and cents; Apply decision-making process to comparative shopping; Initiate the process for registering a consumer complaint regarding goods and/or services)

A. Review: Spot check/ interview, page of math problems.

A.1. The candidate must use the figures submitted by the Assessment Specialist at the top of the page, multiply by 7%, and write the correct figure in the space provided for Answer 1.
2. The candidate must use Answer 1 (even if Answer 1 is incorrect), multiply by 12% and write the correct figures in the space provided for Answer 2.
3. The candidate must use Answer 2 (even if Answer 2 is incorrect), divide by 12 and write the correct figure in the space provided for Answer 3.

REQUIRED: 1, 2, 3, 4, 5, 6, and 7

4. The candidate must subtract Answer 2 from Answer 1 (even if one or both Answers are incorrect) and must write the correct figure in the space provided for Answer 4.
5. The candidate must use the figure submitted by the Assessement Specialist in Question 5 and Answer 1 (even if Answer 1 is incorrect), add them, and write the correct figure in the space provided for Answer 5.
6. All answers must be rounded off correctly to the nearest cent.
7. The candidate must use a decimal point. The dollar sign is not required.

B. Review: Task Omega, page ( ), Product or Service Information Chart and through ads; catalog pages or brochures submitted.

B.1. The candidate must submit three ads, catalog pages, or brochures for the same kind of items or services.
2. Ads, pages, or brochures are labeled as directed.
3. The candidate must complete each section of the chart as requested.
4. The information presented in the chart is located in the ad, catalog page, or brochure, or can be verified by the Assessment Specialist calling for confirmation.

C. Review: Consumer complaint form or letter of complaint submitted by candidate.

C.1. The complaint form must contain complete information for all items appropriate to the consumer. Items usually completed by the company or the bureau may be incomplete.
2. The complaint form must have correct spelling, capitalization, punctuation, and grammar. There must be no more than a 10% error using the process listed below for figuring the number of errors in the letter of complaint.
3. The letter of complaint must contain all of the following:
   a. the date the letter was written;
   b. the complete inside address to the company or the Better Business Bureau;
   c. a clear statement of the type of item and the cause of complaint;
   d. the circumstances surrouding the complaing (where and when the purchase was made);
   e. what is to be done about the complaint;
   f. the complete address and phone number of the customer;
   g. the customer's signature.

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REQUIRED: 1 and 2 or 3 and 4

C.4. The candidate's letter cannot have more than a 10% error in the following areas:

a. capitalization of words
b. spelling
c. subject-verb agreement
d. word usage
e. verb tense
f. punctuation

PROCESS FOR FIGURING THE NUMBER OF ERRORS:
Count the total number of words in the letter. (Numbers, abbreviations, dates, etc. should be counted as words if there is a possibility of a punctuation error occurring.) Figure the total number of errors that would be possible with a 10% error allowance. For example, if there are 110 words in the letter, 11 mistakes would be allowed. Twelve or more errors would constitute a "Not Demonstrated" evaluation. The errors may occur in any combination of the areas listed above. The Assessment Specialist should use The MacMillan Handbook of English, Sixth Edition (1977) as a guide to sentence structure, subject-verb agreement, verb usage, word tense, and punctuation. A dictionary should be consulted if there is any question about spelling.

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V. BUDGETING (Interpret charts and graphs and/or scale drawings)

Review: Task Omega, page ( )

REQUIRED: 1, 2, 3, and 4

1. Answer "a" may be blank if candidate used imaginary income. Answer "b" must be $390.08 if imaginary income was used or it must be accurate if candidate multiplied answer "a" by 4%.
2. Answer 2 can be "yes" or "no," but it must be accurate based on Answer 1.b.
3. Answer 3 must be $190.20 if imaginary income has been used, or an accurate subend if candidate used his/her own income.
4. The candidate must use a decimal point. The dollar sign is not required.

PART III: THE INDIVIDUALIZED COMPETENCY

Each candidate for an External High School Diploma must fulfill an individualized assessment requirement in addition to the demonstration of 64 generalized competencies. The generalized competencies are those that have been learned or developed by a competent adult through common, everyday activities; individualized competencies are those learned or developed by an adult through different kinds of work experience or training, or as a result of special and unique abilities. Since there is no one system or technique that could measure and document all of the diverse individualized competencies without any degree of validity, individualized assessment techniques have been organized into three categories: occupational/vocational skills, specialized skills, and advanced academic skills.

Within each of these categories are different methods of assessment. The program Advisor, sometimes in consultation with an Assessment Specialist, recommends an appropriate method of individualized assessment before an applicant begins generalized assessment. Once the appropriate method has been determined, an Assessment Specialist becomes responsible for completing the individualized assessment.

The ICDI has been designed to provide information about an applicant's work experience, training, occupational licenses, talents, hobbies, and future educational plans that will guide the Advisor in determining what the best means of individualized assessment might be. In many cases, the information given is sufficient, and the Advisor only needs to confirm it during a diagnostic interview with the applicant before making an individualized assessment recommendation. When the evidence for determining a mode of individualized assessment is not sufficient or clear, the Advisor must have an in-depth interview with the applicant to get additional or clearer information before making a recommendation. While there cannot be absolute assurance that a recommended mode of assessment will be completed successfully, there must be a reasonable possibility that any applicant ready to begin generalized assessment can also demonstrate an individualized skill.

Sections I and II of the ICDI give information about possible occupational/vocational skills. Section III attempts to uncover the talents, hobbies, and volunteer experience that might have been developed into specialized skills, and Section IV questions the

intent for college education that might suggest advanced academic skills. If Section IV indicates serious plans for post-secondary education, and a more obvious means of assessment is not suggested by answers given in the other sections, the Advisor should propose that the applicant consider advanced academic assessment. The Advisor outlines the requirements, and the applicant, if interested, is asked to write a 250-word autobiographical essay relating past experience to academic goals. While this essay is submitted during the diagnostic phase to help the Advisor determine the appropriateness of this assessment for the applicant, this essay can be expanded later into the 500-word essay required for advanced academic assessment.

For the employed applicant who has held the same job for at least one year, the employer or supervisor may be contacted to verify that the candidate has been employed for at least a year and that his/her performance on the job has been satisfactory. When this verification has been received in writing, the applicant will have satisfied the individual competency requirement.

For the unemployed applicant who has had either previous job experience and/or training, or who lists specialized abilities, the Advisor will want to consider a performance interview in which an expert from the community will conduct an assessment of occupational or specialized skills.

For a skill area such as Nursing Assistance that has already been presented for assessment by earlier applicants, a checklist of skills and an accompanying Assessor's answer form will have been developed. Since checklists and answer forms provide background information for an Advisor to use in questioning applicants about many skill areas, an up-to-date file should be maintained and accessible.

In preparing to interview the applicant trained as a nursing assistant, then, the Advisor reviews the Nursing Assistant Skills Checklist and Answer Form. He/she will not gain much insight into the applicant's skills if he/she asks whether the applicant knows how to make a hospital bed, feed, bathe, and ambulate patients. The applicant could say "yes." But if the Advisor asks when and where the training took place, how much time was spent with patients during and since training, and what the applicant's specific duties were, the applicant would convey by his/her answers much more than a simple "yes." When duties were named, the Advisor could probe for "how" and "why" information, and perhaps ask about some specific procedures, such as giving intravenous fluids, etc.

When the skill area in question is one for which assessment instruments have not previously been developed, other sources of occupational information should be considered. Since the Dictionary of Occupational Titles provides the basic classification and coding system used by employment services, schools, libraries, and other occupational references, this is the most important single resource.

If the Advisor feels there is sufficient indication that the applicant has the skills in a particular job area, a copy of a checklist (if available) may then be shown. The applicant is cautioned to read it carefully, and note any areas in which he/she may need additional learning. These areas should be ones that have a reasonable chance of being learned. The checklist is not given out at this time, but once the applicant becomes a candidate in the assessment part of the diploma program, he/she will receive a copy. The answer form, of course, is never seen by anyone other than staff and Community Assessors.

When an unemployed applicant can offer no convincing evidence of any individual skill, the Advisor can recommend only that he/she seek employment or job training, and reapply to the External Diploma Program when skills have been learned. Such an applicant should not be admitted to the assessment phase of the program, even though other diagnostic instruments have been completed successfully.

Whatever recommendation the Advisor makes, it should be made very clear to applicants so that they are aware of how their individual assessment will be handled: e.g., an employer may be contacted, a new set of assessment materials may need to be designed, they may be demonstrating skills at a meeting with a Community Assessor,* or they may need to learn an individualized skill before being accepted into the program.

Following is an example performance interview for assessing an individual competency. Both the checklist of skills and the Assessor's answer form are provided.

*It is customary to use experts in the community both to help design new performance interviews and to administer them to candidates. Thus, an expert in home management will administer the home management assessment; an auto mechanic will administer auto mechanic's assessment, and so on. These experts are referred to as Community Assessors.

NEW YORK STATE EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM

INDIVIDUALIZED ASSESSMENT

BASIC SECURITY GUARD (UNARMED) SKILLS CHECKLIST

372.868; 376.868

Assessor:	Thomas V. Willson
Title:	Manager, Plant Protection and Security General Electric Company
Address:	Electronic Park Syracuse, New York 13201
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Assessment Specialist:	Sharon K. View
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May 1980

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BASIC SECURITY GUARD (UNARMED) SKILLS CHECKLIST

I. Personal Qualifications

A. The following personal traits will be observed by the assessor during the assessment. Satisfactory demonstration is determined by the success with which the client handles the entire performance interview.

1. Expresses self well

a. Is at ease in communicating with people

b. Communicates ideas well

2. Demonstrates self-confidence

a. Has eye contact when speaking

b. Displays confidence when speaking

1. Knows subject matter

2. Speaks clearly

3. Projects self-image when communicating--appears to like and respect self

B. Can explain why each of the following is important:

1. Two reasons for the need to be honest and sincere when relating to company employees.

2. Two reasons for the need to be reliable and dependable when assigned to a station.

3. Two reasons for the need to display a neat appearance.

4. Two reasons for the need to maintain strict alertness during the entire working shift.

5. Two reasons for the need to respond in the same manner to personnel at all levels.

II. Powers of Observation

Can explain what to do in each of the following situations:

A. Three things to do if a peice of equipment is left by a doorway.

B. Three things to do if an open door or open window is seen.

C. Three things to do if smoke is observed coming from an area where it shouldn't be.

D. Two things to do if someone is observed prying into a vending machine.

E. Three things to do if someone questionable is observed in the back seat of a car.

F. Two things to do if an oily rag is observed lying near a garbage can.

III. Basic Laws of Code and Conduct

A. Can list all the company's orders that a security guard must follow.

B. Can list the rules of conduct that apply to other employees or customers and can explain the procedure to follow if the security guard sees an employee breaking company rules.

C. Can name one situation in which a security guard can make an arrest.

D. Can name one action to take if someone is observed loitering in a restricted area.

IV. Fire Prevention

A. Can name three things needed to cause a fire.

B. Can identify the four classes of fire.

C. Can identify the three basic types of hand-held fire extinguishers and identify what class of fire they should be used for.

D. Can explain three procedures to follow when a fire is discovered.

E. Equipment Inspection

1. Sprinkler System

a. Can explain the purpose of a sprinkler system.

b. Can name the three things needed to make a sprinkler system work.

c. Can explain the importance of the valves in a sprinkler system.

d. Can explain one procedure for checking valves for the following types of valves:

1. locked valves

2. sealed valves

2. Hose Drops or Stand Pipes

   a. Can explain the purpose for hose drops or stand pipes.

   b. Can name the steps necessary to operate hose drops or stand pipes.

3. Extinguisher Inspection

   a. Can name the <u>three</u> areas to inspect on a water-type fire extinguisher to make sure it is in proper working order.

   b. Can name <u>two</u> inspection procedures to make sure the CO_2-type fire extinguisher is in proper working order.

V. Safety Hazards

The candidate can name at least <u>four</u> recurring safety hazards which could be potentially injurious to employees, and can name <u>one</u> procedure to follow to improve or eliminate each safety hazard.

NEW YORK STATE EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM

BASIC SECURITY GUARD (UNARMED) SKILLS CHECKLIST

Assessor's Answer Form

Name: _____

Assessor: _____

Assessment Specialist: _____

Date of Assessment: _____

May 1980

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BASIC SECURITY GUARD (UNARMED) SKILLS

DEMONSTRATED	NOT DEMONSTRATED	Criteria for Acceptable Answers
		I. Personal Qualifications
_____	_____	A. Expresses self well - the following personal traits will be observed by the assessor during the assessment interview. Satisfactory demonstration is determined by how successfully a candidate handles the entire performance interview. (Required: 1 and 2)
_____	_____	1. Expresses self well
_____	_____	a. is at ease in communicating with people
_____	_____	b. communicates ideas well
_____	_____	2. Demonstrates self-confidence
_____	_____	a. has eye contact when speaking
_____	_____	b. displays confidence when speaking
_____	_____	1. knows subject matter
_____	_____	2. speaks clearly
_____	_____	3. projects self-image when communcating--appears to like and respect self
_____	_____	B. Can explain why each of the following is important:
_____	_____	1. State <u>two</u> reasons for the need to be honest and sincere when relating to company employees. (Required: 2 out of 3)
_____	_____	a. There is a need to establish respect for the guard's position among employees.
_____	_____	b. There is a need to show impartiality.

DEMONSTRATED	NOT DEMONSTRATED	Criteria for Acceptable Answers
		c. There is a need for employees to know that there is a concern for their welfare and safety.
		2. State two reasons for the need to be reliable and dependable when assigned to a station. (Required: 2 out of 3)
		a. The protection of the company's assests is important.
		b. The safety of employees is a security guard's responsibility.
		c. The company's image is reflected in how the security guard conducts himself when dealing with employees and visitors.
		3. State two reasons for the need to display a neat appearance. (Required: 2 out of 3)
		a. The security guard will maintain a good professional image.
		b. The security guard will gain the respect of visitors and employees.
		c. The security guard will better represent the company.
		4. State two reasons for the need to maintain strict alertness during the entire working shift. (Required: a and b)
		a. The security guard is responsible for the protection of the company's property.
		b. The security guard is responsible for the safety of the employees.
		5. State two reasons for the need to respond in the same manner to personnel at all levels. (Required: 2 out of 3)

DEMONSTRATED	NOT DEMONSTRATED	Criteria for Acceptable Answers
_____	_____	a. All employees should be treated impartially; no favors should be shown toward some employees if a code of conduct is broken.
_____	_____	b. It's important for the guard to maintain the impartial behavior required of his profession; this will help to maintain respect for the security guard.
_____	_____	c. Treating others equally will lend credibility to the code of conduct.

II. Powers of Observation

Can explain what to do in each of the following situations:

_____	_____	A. Please name <u>three</u> things to do if a piece of equipment is left by a doorway. (Required: 3 out of 4)
_____	_____	1. determine if it is a safety hazard
_____	_____	2. determine if it is vulnerable to theft
_____	_____	3. determine if it has been left for later pick up
_____	_____	4. determine if someone suspicious is in the immediate area
_____	_____	B. Please name <u>three</u> things to do if an open door or open window is observed. (Required: 3 out of 4)
_____	_____	1. determine if it is unusual
_____	_____	2. determine who to contact
_____	_____	3. determine if someone could have come in or out of the door or window
_____	_____	4. search the area
_____	_____	C. Please name <u>three</u> things to do if smoke is observed coming from an area where it shouldn't be. (Required: 3 out of 4)

DEMONSTRATED	NOT DEMONSTRATED	Criteria for Acceptable Answers
		1. get help
		2. fight the fire down if possible
		3. power down equipment
		4. evacuate the area
		D. Please name <u>two</u> things to do if someone is seen prying into a vending machine. (Required: 2 out of 3)
		1. observe the entire act
		2. call for help
		3. stop the individual
		E. Please name <u>three</u> things to do if something questionable is seen in the back seat of a car. (Required: 3 out of 4)
		1. detain employee
		2. determine if it is an object from the company
		3. obtain the proper paper work
		4. confiscate the material
		F. Please name <u>two</u> things to do if an oily rag is seen lying near a garbage can. (Required: 2 out of 3)
		1. determine if it is a safety hazard
		2. determine if it is a fire hazard
		3. remove it to a safer location
		III. Basic Laws of Code and Conduct
		A. Please list all the company's general orders that a security guard must follow. (Required: Assessor will determine prior to the assessment interview what company the candidate has worked for and its general orders.)

DEMONSTRATED	NOT DEMONSTRATED	Criteria for Acceptable Answers
_____	_____	General Orders
_____	_____	B. Please list the rules of conduct that apply to other employees or customers. Please explain the procedure to follow if a security guard sees an employee or customer breaking these rules. (Required: the Assessor will determine prior to the assessment interview what company the candidate has worked for, its rules of conduct, and the procedures for security guards to follow.)
_____	_____	Rules of Conduct / Procedure
_____	_____	C. Please name one situation in which a security guard can make an arrest. (Required: 1 out of 2)
_____	_____	1. if a felony is committed in the presence of a security guard
_____	_____	2. if ordered by a police officer
_____	_____	D. Please name one action to take if someone is observed loitering in a restricted area. (Required: 1 out of 2)
_____	_____	1. challenge the person
_____	_____	2. ask for identification
		IV. Fire Prevention
_____	_____	A. Please name the three elements of fire. (Required: 1, 2, and 3)

DEMONSTRATED	NOT DEMONSTRATED	Criteria for Acceptable Answers
_____	_____	1. fuel
_____	_____	2. heat
_____	_____	3. oxygen
_____	_____	B. Please identify the four classes of fire. (Required: 1, 2, 3, and 4)
_____	_____	1. combustible
_____	_____	2. flammable liquids
_____	_____	3. electric
_____	_____	4. metal
_____	_____	C. Please name the <u>three</u> basic types of hand-held fire extinguishers and identify the class of fire for which they should be used. (Required: 3 extinguishers and at least one class of fire for each)
_____	_____	1. water--use on combustibles (paper, wood, etc.)
_____	_____	2. CO_2--use on flammable liquids, electrical
_____	_____	3. dry chemical--use on flammable liquids, electrical, metal
_____	_____	D. Please explain <u>three</u> procedures to follow when a fire is discovered. (Required: 3 out of 4)
_____	_____	1. combat/extinguish small fire
_____	_____	2. report large fires
_____	_____	3. report and return
_____	_____	4. report and evacuate
_____	_____	E. Equipment inspection
_____	_____	1. Sprinkler system
_____	_____	a. Please explain the purpose of a sprinkler system. (Required: 1)
_____	_____	

DEMONSTRATED	NOT DEMONSTRATED	Criteria for Acceptable Answers
		1. It automatically controls a fire.
		b. Please name the three things needed to make a sprinkler system work. (Required: 1, 2, and 3)
		1. pipe system
		2. water
		3. fusable link
		c. Please explain the importance of the valves in a sprinkler system.
		1. The valves open and control the sprinkler system.
		d. Please explain one procedure for checking valves for the following types of valves:
		1. locked valves (Required: a)
		a. Make sure that the lock is sealed
		2. sealed valves (Required: a)
		a. Make sure seal is intact and that it has not been broken.
		2. Hose Drops or Stand Pipes
		a. Please explain the purpose for hose drops or stand pipes. (Required: 1)
		1. The purpose is to provide large volumes of water for use in fighting fires.

DEMONSTRATED	NOT DEMONSTRATED	Criteria for Acceptable Answers
		b. Please name the steps necessary to operate hose drops or stand pipes. (Required: 1, 2, and 3)
		1. Stretch the hose out.
		2. Open the main valve.
		3. Control at the nozzle.
		3. Extinguisher Inspection
		a. Please name the three areas to inspect on a water-type fire extinguisher to make sure it is in proper working order. (Required: 1, 2, and 3)
		1. Examine the gauge to make sure it is full.
		2. Make sure the nozzle is not plugged on the hose and that the rubber has not deteriorated.
		3. Make sure the seals are intact and that the pin hasn't been removed.
		b. Please name two inspection procedures to make sure the CO_2-type fire extinguisher is in proper working order. (Required: 2 out of 3)
		1. The cone needs to be inspected to be sure the bolt is tight that secures the cone to the hose.
		2. The cone needs to be inspected for cracks in the plastic.
		3. Weigh the extinguisher to be sure it is full.

DEMONSTRATED	NOT DEMONSTRATED	Criteria for Acceptable Answers
		V. Please name at least four recurring safety hazards which could be potentially injurious to employees and name one procedure to follow to improve or eliminate each safety hazard. (Required: 4 safety hazards and 4 corresponding procedures)
_____	_____	Explanation and answer will depend on the situation in which the candidate currently works or one in which he or she has previously worked.
_____	_____	Hazard Procedure

_____ has successfully completed the Basic Security Guard (Unarmed) Skills Assessment for the New York State External High School Diploma Program. Skills have been demonstrated appropriate to the position of Security Guard (Unarmed).

_____ _____

Date Signature

_____

Title